



HIS 4930-01: The Ottoman Mediterranean

Spring 2011
Tu/Th 9:30-10:45, Bellamy 003

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The Ottoman empire stretched over six centuries and three continents. This lecture course pays special attention to its Mediterranean history from the sixteenth century to the First World War. Each lecture

is structured around a single person, place, or thing that illustrates one dimension of the complex history of the empire. Over the weeks, we will touch again and again on themes that unite this diverse picture, including bureaucracy, reform, the importance of land tenure systems, center-periphery relations, sectarianism, and the world economic system. Students will a) develop a sense of many representative facets of the Ottoman empire's long, broad history, b) be guided to compose a general picture based on particular examples, and c) be encouraged to reflect on the broader meaning of empire in light of the Ottoman example.

Evaluation

Initial quiz	Tuesday, January 11	5%
Symposium report (Feb 11)	Tuesday, February 15	10%
Midterm exam	Thursday, March 3	15%
Document report	Thursday, March 31	20%
Final exam (or essay)	Tuesday, April 27, 10-12	40%
Attendance and participation	Ongoing	10%

Symposium report

On Friday, February 11, FSU's Middle East Center is holding a Symposium on Turkey. Please attend the morning session, and write a summary and reaction (maximum 500 words).

Exams

The midterm will consist of short answer questions about the readings (1/3 of your grade) and two essay questions, chosen from a list of six (2/3 of your grade). The final exam will also be a combination of short answer and essay questions. For the midterm and final exams, you can bring a single sheet of notes with you.

Document report

I will provide you with a copy of a set of archival documents from Ottoman history. Please summarize the story these documents tell and analyze that story in the context of the lectures (maximum 1000 words).

Final essay option

In lieu of the final exam, you can write a research paper (maximum 2500 words) on a topic of interest to you. If you choose this option, please discuss this with me by Thursday, March 31. The paper is due at 10 am on Tuesday, April 27.

Attendance, and participation

You will lose one percent of your grade for every unexcused absence. Perfect attendance without participation in discussions is worth 8/10.

Grade scale

Please read "Grading Practices" on the last page of this syllabus.

Readings

The required text for this class is

- Donald Quataert, *The Ottoman Empire, 1700-1922* (New York: Cambridge University Press, 2000)

This book is available for purchase at the bookstore, and a copy is on reserve at Strozier. Additional readings are posted on Blackboard. Please complete all readings *before* class.

Schedule

This schedule is subject to change. The syllabus posted on Blackboard will be updated to reflect changes, and it is the schedule of record.

Tu Jan 4 **Introduction**

Th Jan 6 **A very fast survey of Ottoman history**

- Readings:*
(26 pp.)
- Quataert, Ch. 1, "Why study Ottoman history?" 1-12.
 - "Introduction," in Suraiya Faroqhi, ed., *The Cambridge History of Turkey, vol. 3: The Later Ottoman Empire, 1603-1839* (Cambridge University Press, 2006) [hereinafter CHT3], 3-17.

Tu Jan 11 **Algiers, 1550**

- Readings:*
(60 pp.)
- Quataert, Chs. 2-4, "The Ottoman empire from its origins until 1683," "The Ottoman empire, 1683-1798," "The nineteenth century," 13-73.

Quiz on maps, vocab, and Ottoman history

Th Jan 13 **Mustafa Ali (1541-1600)**

- Readings:*
(38 pp.)
- Quataert, Ch. 6, "Ottoman methods of rule," 89-109.
 - Christoph K. Neumann, "Political and diplomatic developments," CHT3, 44-62.

Tu Jan 18 Wheat

- Readings:* (25 pp.)
- Wolf Hütteroth, "Ecology of the Ottoman lands," CHT3, 18-43.

Th Jan 20 Sailors

- Readings:* (41 pp.)
- Giancarlo Casale, "Global Politics in the 1580s: One Canal, Twenty Thousand Cannibals, and an Ottoman Plot to Rule the World," *Journal of World History* 18, no. 3 (2007): 267-296.
 - Molly Greene, "The Ottomans in the Mediterranean," in Virginia H Aksan and Daniel Goffman, eds., *The Early Modern Ottomans: Remapping the Empire* (Cambridge, UK: Cambridge University Press, 2007), 104-16.

Tu Jan 25 Aleppo, 1650

- Readings:* (52 pp.)
- Bruce Masters, "Aleppo: the Ottoman Empire's caravan city," in Edhem Eldem, Daniel Goffman, and Bruce Alan Masters, *The Ottoman City Between East and West: Aleppo, Izmir, and Istanbul* (Cambridge, U.K: Cambridge University Press, 1999), 17-48.
 - Dina Khoury, "The Ottoman centre vs. provincial power holders," CHT3, 135-156.

Th Jan 27 Sabbatai Zevi (1626-1676)

- Readings:* (34 pp.)
- Quataert, Ch. 5, "The Ottomans and their wider world," 74-88.
 - "Introduction. Ottomancentrism and the West," in Daniel Goffman, *The Ottoman Empire and Early Modern Europe* (Cambridge University Press, 2002), 1-20.

Tu Feb 1 Slaves

- Readings:* (57 pp.)
- Ehud R Toledano, *Slavery and Abolition in the Ottoman Middle East* (Seattle: University of Washington Press, 1998), 3-19, 155-168.
 - Quataert, Ch. 7, "The Ottoman economy: population, transportation, trade, agriculture, and manufacturing ," 110-139.

Th Feb 3 Sufis

- Readings:* (33 pp.)
- Madeline Zilfi, "The Ottoman ulema," CHT3, 209-225.
 - Evliya Çelebi, *In the Days of the Janissaries; Old Turkish Life as Depicted in the "Travel-Book" of Evliya Chelebi* (London: Hutchinson, 1951), 157-73.

Tu Feb 8 Istanbul, 1700

- Readings:* (44 pp.)
- Edhem Eldem, "Istanbul: from imperial to peripheralized capital," in Edhem Eldem, Daniel Goffman, and Bruce Alan Masters, *The Ottoman City Between East and West: Aleppo, Izmir, and Istanbul* (Cambridge

University Press, 1999), 135-79.

Th Feb 10 **Beshir Agha (ca. 1657-1746)**

- Readings:*
(15 pp.)
- Carter Findley, "Political culture and the great households," CHT3, 65-80.

Fr Feb 11 **Turkey Symposium**

Tu Feb 15 **Tulips**

- Readings:*
(34 pp.)
- Leslie Pierce, "The material world: ideologies and ordinary things," in Virginia H Aksan and Daniel Goffman, eds., *The Early Modern Ottomans: Remapping the Empire* (Cambridge, UK: Cambridge University Press, 2007), 213-32.
 - James Grehan, "Smoking and "Early Modern" Sociability: The Great Tobacco Debate in the Ottoman Middle East (Seventeenth to Eighteenth Centuries)," *The American Historical Review* 111, no. 5 (December 2006), 1352-77 [Link](#).

Th Feb 17 **Janissaries**

- Readings:*
(21 pp.)
- Cemal Kafadar, "Janissaries and other riffraff of Ottoman Istanbul: rebels without a cause?," in *Identity and Identity Formation in the Ottoman World: A Volume of Essays in Honor of Norman Itzkowitz*, ed. Baki Tezcan and Karl K. Barbir (Madison, Wis: Center for Turkish Studies at the University of Wisconsin, 2007), 113-34.

Tu Feb 22 **Alexandria, 1775**

- Readings:*
(27 pp.)
- Daniel Crecelius, "Egypt in the eighteenth century," in M. W. Daly, ed., *The Cambridge history of Egypt*, vol. 2 (Cambridge University Press, 1998), 59-86.

Th Feb 24 **Ahmad Resmi Effendi (1700-1783)**

- Readings:*
(53 pp.)
- Virginia Aksan, "War and peace," CHT3, 81-117.
 - Virginia Aksan, "Military reform and its limits in a shrinking Ottoman world, 1800-1840," in Virginia H Aksan and Daniel Goffman, eds., *The Early Modern Ottomans: Remapping the Empire* (Cambridge, UK: Cambridge University Press, 2007), 117-34.

Tu Mar 1 **Review session**

Th Mar 3 **Midterm Exam**

Tu Mar 15 Olive Oil

- Readings:*
(50 pp.)
- "The Political Economy of Olive Oil," in Beshara Doumani, *Rediscovering Palestine Merchants and Peasants in Jabal Nablus, 1700-1900* (Berkeley, Calif: University of California Press, 1995), 131-181. [Link](#)

Th Mar 17 Guilds

- Readings:*
(48 pp.)
- Quataert, Ch. 8, "Ottoman society and popular culture," 140-71.
 - Evliya Çelebi, *In the Days of the Janissaries; Old Turkish Life as Depicted in the "Travel-Book" of Evliya Chelebi* (London: Hutchinson, 1951), 119-36.

Tu Mar 22 Salonica, 1825

- Readings:*
(44 pp.)
- "The Hatt-i-Şerif Decree Initiates the Tanzimat, or Reform, Period in the Ottoman Empire, November 3, 1839," in Akram Fouad Khater, *Sources in the History of the Modern Middle East* (Boston: Houghton Mifflin, 2004) [hereinafter AFK], 11-14.
 - "The Treaty of Balta Liman Gives the British Economic Advantages Within the Ottoman Empire, August 16, 1838," in AFK 48-51.
 - Mark Mazower, *Salonica, City of Ghosts: Christians, Muslims, and Jews, 1430-1950*, 1st ed. (New York: Vintage, 2006), 120-58.

Th Mar 24 'Abd al-Qadir al-Jaza'iri (1808-1883)

- Readings:*
(33 pp.)
- "Sultan Abdul Majid's Islahat Fermanı Reaffirms the Privileges and Immunities of Non-Muslim Communities in the Ottoman Empire, February 18, 1856," AFK 14-19.
 - "The Ottoman Government Decree Defines the Official Notion of the "Modern" Citizen, June 19, 1870," AFK 19-21.
 - Carter Findley, "The Tanzimat" in Resat Kasaba, ed., *The Cambridge History of Turkey, vol. 4: Turkey in the Modern World* (Cambridge: Cambridge University Press, 2006) [hereinafter CHT4], 11-37.

Tu Mar 29 Textiles

- Readings:*
(40 pp.)
- Charlotte Jirousek, "The Transition to Mass Fashion System Dress in the Later Ottoman Empire," in Donald Quataert, ed., *Consumption Studies and the History of the Ottoman Empire, 1550-1922: an Introduction* (Albany: State University of New York Press, 2000), 201-41.

Th Mar 31 Protégés

- Readings:*
(30 pp.)
- Quataert, Ch. 9, "Inter-communal co-operation and conflict," 172-91.
 - Salahi R. Sonyel, "The Protégé System in the Ottoman Empire," *Journal of Islamic Studies* 2, no. 1 (1991): 56-66.

Tu Apr 5 Beirut, 1875

Readings:
(44 pp.)

- Ralph Bodenstein, "Housing the Foreign: A Europeans Exotic Home in Late Nineteenth-Century Beirut," in Jens Hanssen, Thomas Philipp, and Stefan Weber, eds., *The Empire in the City: Arab Provincial Capitals in the Late Ottoman Empire* (Würzburg: Ergon in Kommission, 2002), 105-27.
- Akram Fouad Khater, "Emigration," chapter 3 of *Inventing Home: Emigration, Gender, and the Middle Class in Lebanon, 1870-1920* (Berkeley: University of California Press, 2001), 48-70. [Link](#)

Th Apr 7 Ibrahim al- Muwaylihi (1844 - 1904)

Readings:
(45 pp.)

- Benjamin Fortna, "The reign of Abdülhamid II," CHT4, 38-61.
- Cengiz Kirli, "Coffeehouses: Public Opinion in the Nineteenth-century Ottoman Empire," in Dale Eickelman and Armando Salvatore, eds., *Public Islam* (Brill, 2004), 75-97. [Link](#)

Tu Apr 12 Telegraphs & Photographs

Readings:
(61 pp.)

- Sükrü Hanioglu, "The second constitutional period," CHT4, 62-111.
- Wolf-Dieter Lemke, "Ottoman Photography: recording and contributing to modernity," in Hanssen, Philipp, Weber, eds., *The Empire in the City*, 237-249, 16 pl.

Th Apr 14 Nomads

Readings:
(47 pp.)

- "Tobacco Smuggling and the French Régie Monopoly in the Ottoman Empire, 1895," AFK 64-5.
- Reşat Kasaba, *A moveable empire: Ottoman nomads, migrants, and refugees* (University of Washington Press, 2009), 84-122.

Tu Apr 19 Izmir, 1922

Readings:
(34 pp.)

- "Division of the Ottoman Empire: The Treaty of Sèvres, August 10, 1920," AFK 136-45.
- Resat Kasaba, "Izmir 1922; A Port City Unravels," in Leila Tarazi Fawaz and C. A Bayly, eds., *Modernity and Culture: From the Mediterranean to the Indian Ocean* (New York: Columbia University Press, 2002), 204-29.

Th Apr 21 Enver Pasha (1881-1922)

Readings:
(40 pp.)

- Hasan Kayali, "The struggle for independence," CHT4, 112-46.
- Quataert, Ch. 10, "Legacies of the Ottoman empire," 192-8.

Policies

A. **Students with disabilities** covered by the Americans with Disabilities Act should follow these steps:

- 1) Provide documentation of your disability to the Student Disability Resource Center.
- 2) Bring a statement from the Student Disability Resource Center indicating that you have registered with them to your instructor the first week of class. The statement should indicate the special accommodations you require.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 97 Woodward Avenue, South, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167. Telephone: (850) 644-9566 (voice) (850) 644-8504 (TDD). Email: sdrc@admin.fsu.edu Website: <http://www.disabilitycenter.fsu.edu/>

B. **Missed work:** If you are unable to take an examination at the arranged time you must inform the instructor at the earliest possible date, and provide a reasonable excuse with whatever documentation might be necessary. The instructor will determine what constitutes documentation and a reasonable excuse. Make-up exams will be allowed at the discretion of the professor.

C. **Late work** loses ten percent per day.

D. **Attendance:** Attendance will be taken at each meeting, and every missed class is counted in the participation grade.

E. **Cheating and plagiarism:** All students are required to uphold the Academic Honor Code, which "is based on the premise that each student has the responsibility to: 1) Uphold the highest standards of academic integrity in the students own work, 2) Refuse to tolerate violations of academic integrity in the academic community, and 3) Foster a high sense of integrity and social responsibility on the part of the University Community." The Florida State University Academic Honor Policy (<http://dof.fsu.edu/honorpolicy.htm>.) outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Read it.

The penalty for a confirmed breach of the honor code, as outlined in the Student Handbook, will be either a "0" for the assignment or an "F" for the course, at the discretion of the instructor. Plagiarism will definitely receive the latter penalty. Additionally, for any breach, a letter will be sent to the Judicial Office of the University.

F. **Laptops and cell phones:** Turn them off and put them away before class. If you text during class, you will be asked to leave.

Grading Practices

Letters and Numbers

A: 83-100 A-: 80-82 B+: 77-79 B: 73-76 B-: 70-72 C+: 67-69 C: 63-66 C-: 60-62 D: 50-59 F: 0-49

Papers and Exams

An **A** or **A-** paper or exam is one that is good enough to be read aloud in a class. It is clearly written and well-organized. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of specific examples, and, in the case of a research paper, is built on a critical reading of primary material.

A **B+** or **B** paper or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly. A **B-** paper or exam demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence.

A **C+**, **C**, or **C-** paper or exam offers little more than a mere a summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems.

Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or F categories demonstrates inadequate command of course material. A **D** paper or exam demonstrates serious deficiencies or severe flaws in the student's command of course or research material. An **F** paper or exam demonstrates no competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.

Class and Seminar Participation

A student who receives an **A** for participation in discussion in seminars typically comes to every class with questions about the readings in mind. An 'A' discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

A student who receives a **B** for participation in discussion in seminars typically does not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

A student who receives a **C** for discussion in seminars attends regularly but typically is an infrequent or unwilling participant in discussion.

A student who fails to attend seminars regularly and adequately prepared for discussion risks the grade of **D** or **F**.

Source: adapted from Princeton University "Department of History Grading Practices"